ENGLISH LANGUAGE ARTS

GRADE LEVEL CONTENT EXPECTATIONS

4 ELA

v. 6.04

READING

WRITING

SPEAKING

LISTENING

VIEWING

Welcome to Michigan´s Grade Level Content Expectations! The performance statements contained in this document represent many months of dedicated contribution from classroom teachers, curriculum specialists, academicians, and Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments throughout the next several years. They by no means represent an entire "curriculum" of learning, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional.

The federal *No Child Left Behind Act* of 2001 mandated the existence of a set of comprehensive state grade level assessments that are designed based on rigorous grade level content. In July, 2002, a committee of Michigan English Language Arts leaders conducted a study of more than 100 local and intermediate district, state, national, and international curriculum documents in order to develop the **Grade Level Content Expectations (GLCE)**. Further refined based on extensive feedback, these grade level "targets" truly represent not only the theoretical, research-based content of English language arts, but also the common views and best instructional scope and sequence of exemplary literacy teachers in Michigan.

The twelve English Language Arts Content Standards found in the Michigan Curriculum Framework, common to all grades, are broad curriculum statements that describe what students should know and be able to do by the time they graduate from high school. Following each of the twelve content standards are benchmarks that describe the knowledge and skills students must master in order to achieve particular content standards. The benchmarks were not written at individual grade levels, but for grade level clusters (early elementary, later elementary, middle school, and high school). The GLCE represent a more discrete layer of learning at each grade level and are meant to assist teachers in better preparing students for grade level assessments. School districts across the state have worked to align their local language arts curricula to state content standards and benchmarks. In most cases, this effort is initiated with the process of converting the state grade level benchmarks into individual, K-12 grade level expectations.

The new GLCE capture the rich content of the standards and benchmarks; eliminate much of the redundancy inherent within them; and express in precise and measurable terms what students in grades K-8 should know and be able to do. This document is intended to be an assessment tool with the expectations written so as to convey expected performances by students.

Local and intermediate school districts can use the GLCE as a basis for the development of a well-paced curriculum while providing instructional strategies that can help students attain the concepts and skills necessary to meet these expectations. On the state level, they will be used to develop test and item specifications for the *No Child Left Behind Act* of 2001 requirement of testing all students in grade 3-8 through the Michigan Education Assessment Program (MEAP) and MI-Access, assist in the development of targeted professional development, and guide program planners in focusing resources and energy.

Within the hands of teachers, GLCE will be converted into exciting and engaging learning for Michigan´s students. The art of teaching is what makes the content of learning become a reality.

MICHIGAN
Education
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READING | Word Recognition and Word Study

Students will…

R.WS.04.01 Explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in text.

R.WS.04.02 Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning, including multiple meaning words (e.g., letter/sound, rimes, base words, affixes, syllabication).

R.WS.04.03 Automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.

R.WS.04.04 Know the meanings of words encountered frequently in grade level reading and oral language contexts.

R.WS.04.05 Acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., engage actively in reading a variety of genre, self-monitor and correct in narrative and informational texts, use thesaurus).

R.WS.04.06 Fluently read beginning grade level text and increasingly demanding text as the year proceeds.

R.WS.04.07 Determine the meaning of words and phrases in context (e.g., similes, metaphors, content vocabulary), using strategies and resources (e.g., context clues, semantic feature analysis, thesaurus).

Narrative Text

Students will…

R.NT.04.01 Describe and discuss the shared human experience depicted in classic and contemporary literature from around the world recognized for quality and literary merit.

R.NT.04.02 Identify and describe a variety of narrative genre (e.g., poetry, myths/legends, fantasy, adventure).

R.NT.04.03 Analyze characters' thoughts and motivation through dialogue; various character roles and functions (e.g., hero, villain, narrator); know first person point of view and conflict/resolution.

R.NT.04.04 Explain how authors use literary devices (i.e., flash forward, flashback, simile) to depict time, setting, conflicts, and resolutions that enhance the plot and create suspense across a variety of texts.

Informational Text

Students will…

R.IT.04.01 Identify and explain the defining characteristics of informational genre (e.g., autobiography/biography, personal essay, almanac, newspaper).

R.IT.04.02 Identify and describe informational text patterns (e.g., compare/contrast, position/support, problem/solution).

R.IT.04.03 Explain how authors use appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance understanding of supporting and key ideas.

Comprehension

Students will…

R.CM.04.01 Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.04.02 Retell and summarize grade level appropriate narrative and informational text.

R.CM.04.03 Explain oral and written relationships among themes, ideas, and characters within and across texts to create a deeper understanding (e.g., categorize and classify, compare and contrast, draw parallels across time and culture).

R.CM.04.04 Apply significant knowledge from what is read in grade level science and social studies texts.

Metacognition

Students will…

R.MT.04.01 Independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again inferring, summarizing).

R.MT.04.02 Plan, monitor, regulate, and evaluate skills, strategies and processes to construct and convey meaning (e.g., use morphemic, syntactical, and semantic knowledge to decode unknown words, use graphic organizers to deepen their understanding of compare and contrast and sequence organizational patterns).

Critical Standards

Students will…

R.CS.04.01 Develop, discuss, and apply individual and shared standards (e.g., student and class created rubrics), and begin to self-assess the quality, accuracy, and relevance of personal or other written text.

Reading Attitude

Students will…

R.AT.04.01 Be enthusiastic about reading and learning how to read.

R.AT.04.02 Do substantial reading and writing on their own.

WRITING | Writing Genres

Students will…

W.GN.04.01 Write a narrative piece (e.g., myth/legend, fantasy, adventure) creating relationships among setting, characters, theme, and plot.

W.GN.04.02 Write poetry based on reading a wide variety of grade level appropriate published poetry.

W.GN.04.03 Write a comparative piece to demonstrate understanding of central ideas and supporting ideas using an effective organizational pattern (e.g., compare and contrast) and a boldface and/or italicized print.

W.GN.04.04 Use the writing process to produce and present a research project using a teacher-approved topic

—finding and narrowing research questions

—using a variety of resources

—taking notes

—organizing relevant information to draw conclusions.

Writing Process

Students will…

W.PR.04.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.

W.PR.04.02 Apply a variety of drafting strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, connecting time, setting, conflicts, resolutions, definition/description, chronological sequence).

W.PR.04.03 Use a variety of drafting techniques when writing an essay with connected, coherent, and mechanically sound paragraphs.

W.PR.04.04 Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization (e.g., rearranging paragraphs and/or sequence, relating main and supporting ideas, using comparative transitions).

W.PR.04.05 Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.

Personal Style

Students will…

W.PS.04.01 Exhibit individual style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).

Grammar and Usage

In the context of writing, students will…

W.GR.04.01 Use simple and compound sentences, direct and indirect objects, prepositional phrases, adjectives, common and proper nouns as subjects and objects, pronouns as antecedents, regular and irregular verbs; use hyphens between syllables, apostrophes in contractions, and commas in salutations to set off words, phrases, and dialogue; and use quotation marks or italics to identify titles or names.

Spelling

In the context of writing, students will…

W.SP.04.01 Spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

Handwriting

Students will begin to…

W.HW.04.01 Write neatly and legibly.

Writing Attitude

Students will…

W.AT.04.01 Be enthusiastic about writing and learning to write.

SPEAKING | Conventions

Students will…

S.CN.04.01 Express ideas using more complex ideas.

S.CN.04.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., community-building, appreciation/invitations, cross-curricular discussions).

S.CN.04.03 Make presentations or reports in standard American English if it is their first language. (Students whose first language is not English will present their work in their developing version of standard American English.)

S.CN.04.04 Be aware that language differs from region to region of the country and as a function of linguistic and cultural group membership. (They can provide examples of language differences in the United States.)

Spoken Discourse

Students will…

S.DS.04.01 Engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols).

S.DS.04.02 Discuss narratives (e.g., mystery, myths and legends, tall tales, poetry), conveying the story grammar (i.e., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.

S.DS.04.03 Respond to multiple text types by reflecting, making connections, taking a position and sharing understandings.

S.DS.04.04 Plan and deliver presentations or reports focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause and effect), supportive facts, and details reflecting and emphasizing facial expressions, hand gestures, and body language.

LISTENING & VIEWING

Conventions

Students will…

L.CN.04.01 Respond to questions asked of them, providing appropriate elaboration and details.

L.CN.04.01 Listen and interact appropriately and view knowledgably in small and large group settings.

L.CN.04.03 Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.

L.CN.04.04 Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.

Response

Students will…

L.RP.04.01 Listen to or view in a variety of genres and compare their responses to those of their peers.

L.RP.04.02 Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

L.RP.04.03 Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.

L.RP.04.04 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).

L.RP.04.05 Summarize the major ideas and evidence presented in spoken messages and formal presentations.